



Moultrie Middle

1560 Mathis Ferry Road
Mt. Pleasant, SC 29464

Grades	6-8 Middle School	
Enrollment	763 Students	
Principal	Jean Siewicki	843-849-2819
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	Below Average
2007	Good	Below Average
2006	Good	Below Average
2005	Excellent	Good
2004	Excellent	Excellent

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

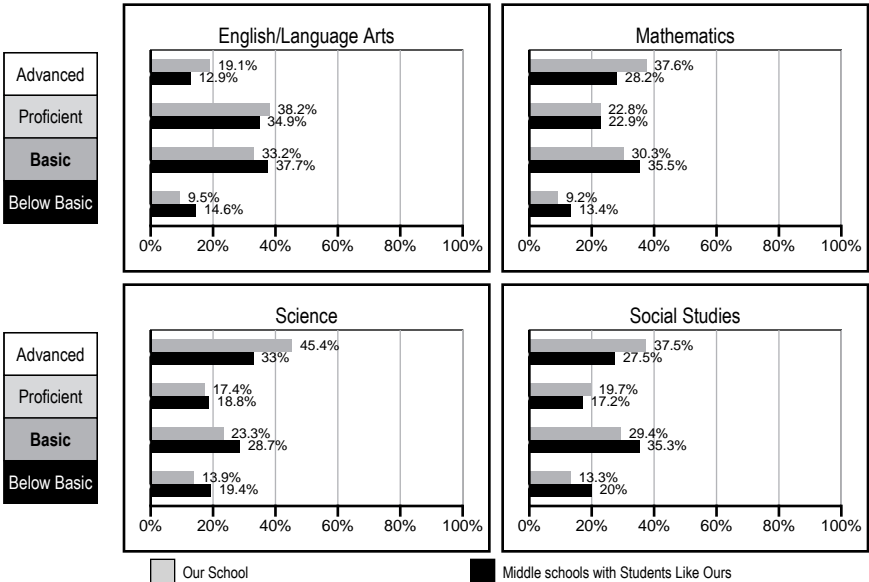
95.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	8	2	0	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	99.7
English 1	0	87.8
Physical Science	0	0
All Subjects	100.0	99.2

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=763)				
Students enrolled in high school credit courses (grades 7 & 8)	37.9%	Up from 32.2%	42.7%	19.4%
Retention rate	0.7%	Down from 1.4%	0.8%	1.8%
Attendance rate	95.9%	Down from 96.0%	96.9%	95.8%
Eligible for gifted and talented	29.0%	Down from 42.8%	30.5%	15.3%
With disabilities other than speech	7.6%	Down from 7.7%	7.6%	12.9%
Older than usual for grade	2.1%	Up from 1.5%	1.1%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.6%	Up from 0.5%	0.7%	0.7%
Annual dropout rate	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=51)				
Teachers with advanced degrees	64.7%	Up from 59.3%	63.4%	55.0%
Continuing contract teachers	70.6%	Up from 68.5%	76.4%	70.6%
Teachers with emergency or provisional certificates	2.3%	Down from 4.5%	1.8%	5.4%
Teachers returning from previous year	78.4%	Down from 79.9%	79.5%	83.4%
Teacher attendance rate	95.4%	Down from 96.0%	95.3%	94.9%
Average teacher salary	\$44,343	Up 8.1%	\$46,581	\$44,706
Professional development days/teacher	9.0 days	Up from 8.7 days	12.9 days	11.8 days
School				
Principal's years at school	3.5	Up from 2.5	3.3	3.0
Student-teacher ratio in core subjects	23.9 to 1	Down from 24.3 to 1	21.5 to 1	20.1 to 1
Prime instructional time	89.8%	Down from 90.4%	89.8%	89.3%
Opportunities in the arts	Good	Down from Excellent	Excellent	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.3%	99.5%	98.0%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil*	\$5,963	Up 3.6%	\$7,347	\$7,097
Percent of expenditures for instruction*	67.1%	Down from 68.8%	65.5%	64.4%
Percent of expenditures for teacher salaries*	53.6%	Down from 68.8%	55.8%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Moultrie Middle School is a school of excellence. Consistently ranked as one of the top ten middle schools in South Carolina, we work to educate all learners in all areas. With 52% of our students scoring at the Proficient and Advanced levels of PACT in all subject areas, we strive to increase those levels of proficiency every year.

Strong parental support is one area we take pride in. Parents volunteer in our school to assist with office duties, mentor students, participate in field trips, and support instruction in both academic and fine arts classes. We have parents reading aloud to students during lunch and volunteering to teach a class several days each nine weeks.

As a Making Middle Grades Work site, we participate in ongoing professional development from the Southern Regional Educational Board (SREB) that is grounded in best practice and research of high-performing middle schools nation-wide. Our sixth grade embraced the EIC program (Using the Environment to Integrate the Curriculum) for the past two years. Students conducted many field studies of water quality and water run-off in our community and conducted studies in the area off Capers Island. This past year, they studied the plight of terrapins that are caught and then die in recreational crab traps. Sixth-graders embarked on a project to put devices to exclude terrapins from crab traps that will continue next year with a public relations push.

National History Day is another opportunity for our students to excel; this year we had many state winners and one national winner who went on to compete at the University of Maryland. Our students also achieve top honors in the Duke Junior Scholars program, QUEST, and the Governors' Citizenship contest. Moultrie's band, chorus, and strings orchestra continue to distinguish themselves as some of the best in the tri-county region. This year, we implemented a club period every other Friday and offered activities as diverse as Shark Studies and Knitting, to Equestrian Club and Guitar Heroes. These club periods allowed us to connect with every child and to allow each student to achieve success on differentiated levels.

The Academy of Reading and Math programs continue to advance students needing extra help and assistance. MAP (Measures of Academic Progress) continues to serve as our benchmark assessment several times throughout the school year. Small group tutorials, individual counseling for struggling students, and special opportunities before and after school help us to achieve excellence and connect with every student.

We continue to research best practice strategies and systems that will enable us to continually improve and achieve state levels of excellence.

Jean A Siewicki, Principal
Kate Darby, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	201	94
Percent satisfied with learning environment	90.7%	82.1%	89.2%
Percent satisfied with social and physical environment	81.8%	81.9%	88.0%
Percent satisfied with school-home relations	95.5%	87.2%	78.3%

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 16 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.0%	0.0%	No
Student attendance rate	95.9%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	749	99.9	9.5	33.1	38.1	19.3	68.6	53.5	48.2	Yes	Yes
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Gender

Male	406	100	11.1	37.4	37.7	13.8	65.8	47.3	41.7	N/A	N/A
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Female	343	99.7	7.6	28	38.6	25.8	72	59.9	55	N/A	N/A
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Racial/Ethnic Group

White	586	100	5.3	28.4	42.6	23.8	77.8	77.6	60	Yes	Yes
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African American	125	99.2	27.3	55.4	14.9	2.5	28.9	32.1	31.7	No	Yes
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Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
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Hispanic	26	100	16	44	40	0	52	41.9	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
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Disability Status

Disabled	54	100	50	30.8	11.5	7.7	21.2	20.4	16	No	Yes
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	26	100	21.7	43.5	30.4	4.3	34.8	40	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	151	99.3	23.8	53.8	18.9	3.5	33.6	33	34	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	749	99.9	10.9	33.7	23.8	31.6	66.9	49.7	45.8	Yes	Yes
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Gender

Male	406	100	10.1	33.4	24.9	31.7	68.6	49.5	45.6	N/A	N/A
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Female	343	99.7	11.9	34	22.5	31.6	64.7	49.9	45.9	N/A	N/A
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Racial/Ethnic Group

White	586	100	6.3	28.5	27.3	37.8	77.8	75.6	59	Yes	Yes
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African American	125	99.2	33.1	52.1	9.9	5	22.3	26.2	26.9	No	Yes
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Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
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Hispanic	26	100	8	68	8	16	32	40.3	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
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Disability Status

Disabled	54	100	46.2	36.5	7.7	9.6	28.8	20.2	17.1	No	Yes
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	26	100	8.7	60.9	17.4	13	30.4	40.1	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	151	99.3	25.2	53.1	14	7.7	30.1	28.3	31.4	No	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	495	100	14.3	23.6	17.4	44.7	62.1	39.2	35.7	95.9	96
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Gender

Male	270	100	13.2	21.8	18.4	46.6	65	40.8	37.4	95.8	95.8
Female	225	100	15.7	25.8	16.1	42.4	58.5	37.6	33.8	95.9	96.1

Racial/Ethnic Group

White	382	100	9.1	18.8	18	54	72	66.4	49.2	96	96.1
African American	88	100	32.2	43.7	16.1	8	24.1	15.3	17	95.1	95.8
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	99	97.3
Hispanic	16	100	37.5	31.3	18.8	12.5	31.3	26	24.9	95.7	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	N/A	95.7

Disability Status

Disabled	34	100	45.5	33.3	12.1	9.1	21.2	16.6	14	93.1	94.7
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
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English Proficiency

Limited English Proficient	15	100	42.9	35.7	7.1	14.3	21.4	26.5	24.4	95.1	96.3
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Socio-Economic Status

Subsided meals	100	100	29.9	39.2	16.5	14.4	30.9	17.1	21.1	94.8	95.5
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Social Studies

All Students	496	100	13.8	29.4	19.6	37.2	56.8	40.2	34	95.9	96
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Gender

Male	258	100	11.2	25.1	21.1	42.6	63.7	42	36.6	95.8	95.8
Female	238	100	16.7	34.2	18	31.1	49.1	38.3	31.3	95.9	96.1

Racial/Ethnic Group

White	395	100	8.6	26.6	21.7	43.1	64.8	63.3	44.5	96	96.1
African American	77	100	40.5	36.5	10.8	12.2	23	19.1	19.1	95.1	95.8
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	99	97.3
Hispanic	16	100	13.3	66.7	6.7	13.3	20	29.3	27.5	95.7	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	N/A	95.7

Disability Status

Disabled	34	100	46.9	34.4	6.3	12.5	18.8	18.2	14.4	93.1	94.7
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
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English Proficiency

Limited English Proficient	15	100	15.4	53.8	7.7	23.1	30.8	31.9	27.3	95.1	96.3
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Socio-Economic Status

Subsided meals	96	100	30.3	41.6	18	10.1	28.1	20.1	21	94.8	95.5
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* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	238	100	12.7	34.1	40.2	13.1	53.3
	7	270	100	12.5	34.6	43	9.9	52.9
	8	263	100	13.3	34.4	41.4	10.9	52.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	251	100	9.9	28.1	40.1	21.9	62
	7	240	100	7.8	39.7	38.4	14.2	52.6
	8	258	99.6	10.7	32	36	21.3	57.3
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	238	100	10.9	30.6	21	37.6	58.5
	7	270	100	8.7	28.1	19.8	43.3	63.1
	8	263	100	12.5	39.8	25	22.7	47.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	251	100	14.9	22.7	21.9	40.5	62.4
	7	240	100	6.5	32.3	23.3	37.9	61.2
	8	258	99.6	11.1	45.5	26.1	17.4	43.5
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	121	100	18.6	23.9	19.5	38.1	57.5
	7	270	100	10.5	18.8	21.9	48.8	70.7
	8	132	100	16.4	33.6	21.1	28.9	50
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	126	100	27.6	19.5	14.6	38.2	52.8
	7	240	100	7.3	26.7	18.5	47.4	65.9
	8	129	100	14.1	21.9	18	46.1	64.1
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	121	100	9.6	24.6	30.7	35.1	65.8
	7	270	100	15.6	28.1	15.6	40.6	56.3
	8	131	100	10.9	52.3	25	11.7	36.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	130	100	12.9	25	21	41.1	62.1
	7	238	100	17.4	29.1	11.3	42.2	53.5
	8	128	100	8	34.4	33.6	24	57.6

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample